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The Georgian Faculty Review

December

1947

Contributors to this Issue

1. The cover design is by John Dubord, a student of our School of Art. Mr. James McCorkindale, Director of the School, cooperated generously with the editors in planning the cover.
2. H. F. Quinn is Assistant Professor in the Social Sciences Division and the instructor in Social Science 101.
3. D. B. Clarke is both Registrar of the College and Associate Professor in the Humanities Division.
4. Professor C. W. Thompson is the Senior Professor in the Humanities Division and the Chairman of the Library Committee.
5. Ernest Stabler, the Assistant Dean, is recently back from a two year's stay in the Claremont Division, where he was in charge of a veterans' educational program.
6. Samuel Madras, Assistant Professor in the Natural Sciences, obtained his doctorate degree at McGill this fall.
7. Dean H. F. Hall joined the staff of Sir George Williams twenty-one years ago, on August 1, 1926, to be exact.
8. Neil Compton came to us from Dawson College. He is a lecturer in English and supervisor of English 101, our first year Composition course.
9. Margaret Broadhurst is the chief Librarian, and will be responsible for GFR's Library Miscellany each issue.
10. Harold Potter who assembled the staff news for this issue is lecturer in Sociology and, incidentally, the composer of the Georgian Marching Song.

SECOND TERM COURSES SCHEDULED TO BEGIN THE WEEK OF JANUARY 26, 1948

DAY DIVISION

Course	Name of Instructor
Natural Science 103	Mr. E. R. Paterson
Biology 111	Mr. J. M. Honeyman
English 108	Assoc. Prof. D. B. Clarke
English 109	Prof. C. W. Thompson
English 119	Mr. Noman Manson
English 128	Dr. Rachel Wasserman
English 129	Asst. Prof. W. P. Francis
Philosophy 106	Asst. Prof. W. R. Fraser
Economics 109	Assoc. Prof. Arthur Lermer
Education 104	Dean H. F. Hall
History 107	Dr. G. O. Rothney
Political Science 104	Asst. Prof. H. F. Quinn
Psychology 107	Dr. J. W. Bridges
Psychology 109	Dr. J. W. Bridges

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Ernest Stabler, Claude W. Thompson.

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Editorial

Between Ourselves

The corridor is our campus. In the crush of students milling to and from lectures, or clustered in animated groups on stairways and in halls, we occasionally encounter a stricken soul, intent on reaching his classroom before the bell rings. Often, the only outward indication of his rank is a roll card clutched in one hand. This my colleague, may be you. We rarely meet at any other time. We may share an agenda at the September meeting; we may exchange nods as we dangle on street-car straps. But we do not talk through leisurely lunches at a faculty club and we cannot stroll together through a quiet tree-laden campus, conversing about common interests. And yet we are colleagues. We are engaged together in a programme which involves common functions and privileges, which engenders similar interests and problems, whether we are concerned with business cycles, life cycles or drama cycles.

The Georgian Faculty Review is born of this realization. Through its pages we hope to make valuable contacts with our fellow-teachers. We all spend much of our time talking to students in classrooms; and often, when the bell rings, we wish there was as much time to converse with our colleagues in the Faculty Room. The pages of G F R. will, we hope, provide one medium of expression, whereby you will receive general educational news, views on various aspects of teaching and notes of interest concerning staff members. We invite you to share this experience.

As this issue goes to press we realize that it will be in your hands during the Christmas season: and so the editors take this opportunity to express the season's greetings to you and success throughout the 1948 semester.

From the Principal's Desk

K. E. Norris

In many ways Sir George Williams College is unique in Canadian education. Particularly is this so in the extent to which its Evening Division has developed as an integral part of the College, and as a consequence the extent to which part-time instructors are required in its faculty.

In this latter respect, of course, the College is not dissimilar to many Canadian university schools of law and medicine, in which students have the inestimable advantage of instruction first-hand from leading practitioners of their subject, whose theory is tested daily in the laboratory of experience.

It is, of course, too much to expect that all part-time (or even full-time) instructors be as effective in teaching their subject as they are in its practice. It is safe to suggest, however, that those who do prove to be the best teachers, those who enjoy it most and remain on the staff the longest, are those who share the basic educational philosophy of the College, its faith in the academic quality of the evening student, and its belief that all young people should have an opportunity for education commensurate with their ability. This fact made possible much more cohesion in the work of the College than might have been expected in view of its size and manifold nature.

It is to be hoped that this new Georgian Faculty Review will provide another co-ordinating influence, not from the administrative point of view, but as a means of inter-communication in a large staff which cannot meet too frequently. There is an assurance which comes from the overt sharing of purposes and points of view, which could add greatly to the life and tone of the College. In this spirit I commend to you the first efforts of the editors.

The Introductory Course In the Social Sciences

Herbert F. Quinn

One of the most interesting developments in the field of education today is the increase in the number of colleges and universities which now offer a broad introductory course in the social sciences as a compulsory course for all students in either their first or second year. In the United States the pioneer in this development has been the University of Chicago. In Canada, Sir George Williams College is one of the few, if not the only college, which offers a course of this nature. The importance of this experiment in the field of education may make it worthwhile to consider briefly the main features of this particular type of course, and the basic reasons for including it as a compulsory course in the college curriculum.

A survey of introductory courses in social science, as given at various universities, indicates that there are two main types of approach to this subject. The first type may be called the social problem or social trend approach. In this approach the more important problems and trends of contemporary society such as, juvenile delinquency, family disorganisation, economic depressions, centralization of functions of government, are selected for intensive study and discussion, the data and methods of all the social sciences being brought to bear in the analysis of each problem. The second approach may be called the survey approach in which the social science field is broken down into its component parts — sociology, history, etc. — and one week or more of lectures and discussions is devoted to each discipline. In this approach the student is introduced to the subject matter, main subdivisions, terminology, method, and outstanding problems in each particular field. While each social science is taken up separately, nevertheless at every step stress is laid upon the close relationship between any one social science and all the others, and on the necessity of tackling the manifold problems of society from all points of view.

Some idea of the broad scope of the particular type of course we are discussing can be obtained from a glance at the various topics covered in the course given at our own college. In Social Science 101, as the course is called, the second kind of approach is followed, that is, it is a survey type of course. During the first two weeks the student is introduced to the basic principles and methodology of the social sciences, the differences between the natural and the social sciences, and between social science and social philosophy. Each social science is then taken up in turn, the number of weeks allocated to each one varying with the scope and

importance of the subject. From three to six weeks are devoted to each of the four main fields, Sociology, Psychology, Economics and Political Science. About two weeks are spent on each of the other social sciences, Anthropology, History, Education, Graphical and Statistical Method, and Geography. The last two weeks of the course are devoted to a summing up of the fields covered and the problems which have been considered.

Probably one of the most difficult decisions to be made by any college or university offering a course of this nature is whether the whole course should be handled by a single instructor, or whether it should be turned over to a large number of specialists in the various fields. In the first case the problem is the practical impossibility of expecting any one instructor to master the data in all the different fields and keep up with the ever expanding sources of material. In the second case the problem is the lack of coordination and integration which is likely to result where several instructors are handling the same course. At the University of Chicago the practice has been to have the course given by a large number of specialists in the various fields with, however, a chairman who acts as the coordinating factor. At Sir George Williams the traditional method has been for one instructor to be held responsible for the organization of the course and the handling of most of the subjects, with guest lecturers being called in for some of the more specialized topics. Although the course is the responsibility of this one instructor, nevertheless, as at other institutions, all members of the social science division of the college participate in the planning of the course, making suggestions as to changes, additions and deletions in subject matter.

The foregoing survey of the nature and scope of the introductory course in the social sciences quite naturally raises the question as to the basic reason for introducing a course of this kind in the college curriculum. In this regard, it may be stated that the Social Science course has two main functions. First of all it is an attempt to provide the student with what may be called "an education for living", that is, it tries to give him some idea of the nature of the society in which he is living and the problems confronting that society today. The second function of the course is to give the student an insight into the subject matter, method, and terminology of each one of the social sciences as well as an understanding of the inter-relationships between them. It thus assists him in choosing the particular social science in which he wishes to major, assuming of course that he does want to concentrate in any one field. At the same time it ensures that the student who does decide to concentrate will have some knowledge of the social sciences outside his chosen field. It is, in other words, an attempt to prevent that one sided specialization all too characteristic of many college graduates today.

Red Tape from the Registrar

Douglass Burns Clarke

i am the very model of a modern college registrar
i'm full of academic law and precedents curricular
i scrutinize the grades of everyone who wants to study here
i classify them boy or girl as blonde and brunette or ruddy hair
and from their records i make many studies quite statistical
that no one else can understand because they are so mystical
and when i want to prove a point the figures are at my command
produced through witchcraft by my staff with all the forms i keep on hand
i keep the board of governors informed of how we're growing up
by count of our enrollment which i'm never never blowing up
in short in academic law and precedents curricular
i am the very model of a modern college registrar

i know each student who is here and what degree he wants to get
at least i do if you dont count the many times i do forget
and everyone who comes for help i do my best to put at ease
as long as he comes up before me walking lowly on his knees
i've funds of wisdom and good sense and advice categorical
which i administer with jokes or stories allegorical
for all who wish to choose a course to fit them for a new career
i'm ready when i've time to lend a willing sympathetic ear
and when he doesn't like his course or finds it is too strange for him
i'm willing if he pays a fee to make an easy change to him
in short in academic law and precedent curricular
i am the very model of a modern college registrar
i keep the records of each student while he is in residence

i send on transcripts when he goes to busy college presidents
i tell him if he has done well and won diploma or degree
i tell him too if he has failed a sad job as you'll all agree
and why — which is a harder job and one that still perplexes me
but hard as is the student it's the teacher who more vexes me
he changes rooms from day to day as though i were pursuing him
reports are hard to get from him unless one tries lassooing him
however i keep trying and i worry him incessantly
for grades he says he hasn't got but thinks he will have presently
yet still in academic law and precedents curricular
i am the very model of a modern college registrar

Out of the Ivory Tower

Claude W. Thompson

In the Preface to **The Humanities in Canada** (Authors Watson Kirkconnell and A. S. P. Woodhouse, Humanities Research Council of Canada, Ottawa, 1947. Price $2.00) one finds the significant sentence "The World has grown small and explosive." This has been said before. Modern Methods of communication enable us to hear about events as soon as they happen ; modern transportation enables us to reach almost any spot in the world within the matter of hours. We can bring aid to the stricken; or join in a quarrel; rescue mankind or blow him to pieces.

Recognition of the fact that man is in imminent danger of becoming the victim of science instead of its master is perhaps one of the chief reasons for the resurgence of the Humanities in our day. It is not just an interesting study; it is vital to our survival. No thinking man or woman would deny that what we need today is an understanding of our fellow men based on intensive study of their origin, development, thoughts and achievements. We can no longer disregard the most distant people or events — they are right on our doorstep.

It is therefore a source of great satisfaction to the writer that definite steps have been taken by the newly formed Humanities Research Council of Canada to bring this study to the attention of the general public, by the publication of a preliminary report on the state of "the Humanities in Canada".

This report is the result of painstaking enquiries made by a group of eminent Canadian scholars, who visited the leading institutions of higher learning in the Dominion to gather information at first hand. Consideration was given to the place of the Humanities in Secondary Education (Chapter II); Pass or General Courses (Chapter III) and Honour Courses (Chapter IV); two Chapters (V and VI) are devoted to the French Tradition, one to Graduate Studies (Chapter VII); and the remainder to such items as Research, Academic Libraries, and the general scope of scholarship in the Humanities in Canada.

It will be seen at once that the emphasis is placed on research; and that "the term humanities has been taken to include the study of languages, literature and the fine arts, as well as aspects of history and philosophy." (See Preface — para. 2.) Perhaps this is as much as could be expected in a first survey, but there remains much to be done. One would wish that more attention had been paid to the study of an integrated programme in line with the ideas of John Bartlet Brebner (Scholarship for Canada — Canadian Social Research Council, Ottawa, 1945); and that emphasis had been placed on the relationship between science, the social sciences and the cultural life. However, the Preface shows that the authors have this broader view of the Humanities; and the writer urges every member of the Faculty to read this introduction and at least the second and third chapters of the report.

With reference to our own College (which was visited during the survey by Mr. R. MacGregor Fraser of Acadia University; the very Rev. Gerald B. Phelan now of Notre Dame, Indiana; and Mr. G. E. Wilson of Dalhousie University) mention is made of our courses in Russian and in Arabic; of our World Literature course; of our Art School; and a paragraph is devoted to the Fine Arts, but no mention is made of Humanities 101, which has been pandemic since we became a degree-granting college; and with the other pandemics emphasizes our educational philosophy, and our belief that the prime purpose in education is the fullest possible development of persons.

It is to be hoped that at some future date the Humanities Research Council will give its attention to a survey of the Humanities outside the academic field. There are several Art Societies, Literary Societies, Dramatic Societies, Music Societies, and Forums spread across the Dominion. It would be interesting to know what proportion of the population is taking an active part in such cultural pursuits. A survey of public and special libraries, of concerts, of theatrical productions (professional) — their type and the response of the public or lack of it — would give an indication of how far the Humanities permeates the life of the people in general.

If it is true that the impetus must come from those who are themselves conscious of the need and value of humanistic living let us open the Ivory Tower and carry the light to the farthest ends of the earth. The Research Council points out that "as few as 1 or 2 per cent in rural communities, and rarely as many as 10 or 15 per cent in the larger cities, even when a university is close at hand do in fact proceed to a university." This would seem all the more reason for concentrating on the 85 to 99 per cent who supposedly wander in the dark places unconscious through ignorance of the possibilities of living a full life. Perhaps this

is nothing more than a re-emphasis of the task Sir George Williams College has been trying to do ever since its inception. That men and women who have gone out from the schools into business and industry flock in their thousands to our evening college, and to extension courses at universities seems ample proof that they feel the need in adult life of something more than "a smattering of ignorance" and technical skills.

"The function of the humanities is to humanize by stimulating the imagination to develop breadth and depth until the individual becomes enlarged into the full measure of humanity" says the report. None who values a liberal education will disagree: it is a question whether the teeming millions of the earth can be humanized in time !

Without knowledge, tolerance, co-operation, harmony and economic security the seeds of humanistic living will wither and die, choked by the weeds of ignorance, dissension, jealousy, the brutish struggle for animalistic survival and its concomitants, suspicion and hate — and the Ivory Tower, neglected and forgotten, will crumble to dust 'mid the ashes of a dead world.

I have a friend condemned by his university to lecturing for life. By way of mental adjustment to his sentence he has invented a pastime which he plays with his 5-year old son. The game is called "Lowell Lecturing". First the son is audience; the father stands impressively by the desk. Ladies and gentlemen," he begins, "Umm-umm-umm-buzz-buzz-buzz-buzz." The audience wags his head drowsily from side to side, then lets it fall gradually to rest, drooping against his chest — and snores. That marks the boy's turn. He takes the rostrum. The father slumps in the chair. "Gen'lmen and ladies", begins the child, "Umm-umm-umm-umm-buzz-buzz-buzz-buzz." The father's head sways from side to side. For a moment he supports it with his hand. Then down it sinks upon his breast. A single snore and the game is over.

How admirable an exercise for the sermonizing temperament ! It is a deathblow to pontification; an invitation to the humanities. From pride of intellect, from uncharitableness to one's readers, from tongue in cheek, from nose in air, from superiority to common earth, good Lord deliver us !

Ellery Sedgwick, in his introduction to "Atlantic Harvest."

Time to Level Off

Ernest Stabler

During the past year 6 courses were dropped from our Announcement, 5 underwent major revision, and 15 new courses were added. Quite a good deal of change, you will admit, and an indication that our curriculum is by no means static, but it may be time to raise a small voice and cry hold. The College is now offering a rather wide selection of courses. By actual count 106 different courses will be given this year in the day and 136 in the evening division. We are providing a reasonably well-rounded curriculum for both undergraduates and evening partial students. One would find it difficult to argue that we should expand because our present offering of courses is too limited.

Too frequent change in courses by way of either addition, deletion or revision is more than a little confusing to students. An intelligent undergraduate plans his courses in advance and often knows in his second year what courses he wants in his third, and final years. Too many changes throw his plans out of gear, particularly if he is majoring in one subject and is obliged to take at least 6 full courses in that field.

Ten years ago the College Announcement listed 105 courses; this year it lists 200. Of course our registration has increased spectacularly in that period and each year as new student needs arose they were met. (In 1937-38 there were 146 day and 414 evening students. In 1947-48 there are 705 day and 1644 evening students.) It is nothing less than the truth that if the College had not been flexible and open to new suggestions and ready to meet new demands, the phenomenal growth would not have taken place. But now is the time for a period of consolidation, a period in which we should take a searching look at what we are attempting to do and find ways and means of doing it better before taking on new responsibilities. This by no means implies a limitation of each staff member's freedom or a hobbling of his initiative. If changes or revisions in courses are necessary let us make them; if our curriculum contains any dead wood let us clear it away, but in so doing let us not simply

equate growth with size.

The enlargement of our curriculum in the past has reflected a keen sensitivity on the part of the staff in detecting phases of our work which needed strengthening. This writer has more than once stopped to marvel at the fact that in a space of ten years (in 1937 the first class graduated) a full college program containing both breadth and depth has been created. But now it would appear that the period of our most rapid growth is over, or so at least the exigencies of space seem to dictate. Perhaps this situation gives us the opportunity, before we move into new or enlarged quarters, to consolidate our gains, to strengthen our course offerings. In plane talk, this may be the time to level off.

Faculty News

Lately in our Corridors

G. Winston Sinclair, formerly a lecturer in Geology at Sir George and now on the staff of the University of Western Ontario, has recently been awarded a coveted Fellowship by the Geological Society of America. Win Sinclair was graduated from Sir George Williams in 1944 and, the following year, obtained his M. Sc. from McGill. Professor Sinclair has carried on extensive field work on the Trenton formation of Eastern Canada and has been credited with important discoveries in connection with oil-bearing limestone rocks.

Elizabeth Hillman, who supervised Freshman Composition at Sir George for two years, is now working towards a doctorate in English at the University of Toronto. She holds the position of a don in one of the College residences and lectures in English Literature.

Dr. James Adams, formerly Associate Professor in the Natural Sciences at Sir George, is now on the staff of the University of British Columbia.

W. H. Poole, at one time Professor in the Social Sciences here, and later at the University of Manitoba is now with the Department of Politics and Economics at Queen's University.

E. F. Sheffield, formerly Registrar and Bursar of this College and recently a personnel officer of the Royal Canadian Navy, accepted the post of Administrative Officer of Carleton College, Ottawa, last summer.

Clifford Robertson, at one time Professor in the Social Sciences Division of Sir George, has left his teaching post at New York University

to teach Economics to the occupation troops in Japan.

Mr. and Mrs. Andrew Winn, both 1946 graduates of this College are now associated with the University of Saskatchewan. Mr. Winn is teaching Economics there, while completing requirements for his M. A. degree from University of Toronto. Mrs. Winn, née May Rillie, once lecturer in Freshman Composition here, is studying psychology at Saskatchewan.

Staff and Distaff

Dr. James Winfred Bridges, Senior Professor of the Social Sciences Division, as a delegate from the American Association for the Advancement of Science, was recently a guest of the Association Canadienne Française pour l'Avancement des Sciences at its annual meeting at the Cercle Universitaire in Montreal. Dr. Bridges spoke briefly on "The Importance of the Social Sciences in the Present World Crisis", outlining recent trends in the social sciences in America, their quest for objectivity and method in research and clinical studies. He stressed the fact that the social sciences may provide a foundation for an efficient democracy by encouraging the average person to be objective, tolerant, cooperative and self-reliant in everyday life.

Assistant Professor J. M. Honeyman is our new senior instructor in Biology. A graduate of McGill and of Harvard, Murray Honeyman was associated with the Quebec Provincial Department of Fisheries and later with McGill University as a demonstrator in Biology.

Mr. H. Scott Gordon is a lecturer in Economics at Sir George and in the School of Commerce, McGill University. A graduate of Columbia University, Mr. Gordon is a specialist in studies of business cycles and economic theory. Mrs. Barbara Gordon also lectures here, in Freshman Composition in the Day Division and in Economics in the Evening. Mrs. Gordon is a graduate of Toronto University and was lately with the National Film Board.

Mr. Gerald Ledain is a debater who married a heckler. Two years ago, while studying at Kaki College, Mr. Ledain was defending the resolution that woman's place is in the home — a daring feat considering where the debate was held (Westfield College for Women, Cambridge University). Gerry's team won the debate, but one of his heckler s followed him from England to Montreal, and became Mrs. Ledain last September. Mr. Ledain happily remarks that finally the heckler has completely demolished his arguments and is now chief breadwinner while he completes his law studies at McGill, and lectures in Freshman Composition at Sir George.

Nancy Olive McFarlane will be seen in Georgian corridors in the 1960's. Nancy was born on November 4, of this year to Arthur and Betty McFarlane. Her father is our Student Counsellor, with a suite of offices in the Stanley Street Annex.

The Changing Science

Samuel Madras

In the last two years, Science has grown in scope and prestige to an extent which can hardly be exaggerated.Atomic physics to-day enjoys as much publicity in the daily press as its Jekyll-and-Hyde counterpart, atomic politics. Terms that were used formerly in advanced text books are now subject matter for popular articles in magazines. It is therefore timely to evaluate the effect of this change on college science education.

Even under ordinary conditions, the growth of science would have to be reflected in college course work. How much more necessary is that to-day ! A very careful selection of the classical as well as the modern material must be made, without sacrificing any of the basic principles of the subject. Above all, that capacity for objectivity characteristic of the scientific method must be presented as the universal tool of science, as opposed to the uncritical and prejudiced atttiude.

While everything possible should be done to present to the student the methods and content of science, it would be a serious mistake to believe that our task ends there. As never before, the necessity for a broader, more humanistic background is now being felt by scientists as a group, and is being demanded of them. Scientists are expected to participate actively in the affairs of state, not because they are necessarily qualified to do so, but because they presented man with a weapon with which he can destroy himself.

The science graduate must be able to write and speak clearly. Regardless of how well trained a student may be in any given specialty, he has still to persuade others of the correctness of his judgment. That science graduates still fall below this standard was revealed by a recent survey conducted by the American Chemical Society, which disclosed that the most frequent complaint against science graduates was their inability to express themselves effectively. Furthermore, the science graduate, instead of taking a rationalized pride in his ignorance, should know his economics, history and sociology. The present trend in American universities is in

this direction. We at Sir George Williams College, may see in this a confirmation of our educational philosophy, and an encouragement to continue along these lines.

The burden of constant revision of course material as well as that of helping in student orientation, falls largely upon the teacher. He must not only keep abreast of new developments in his own field, but also familiarize himself with related fields, — an almost impossible task. However, we must recognize that the lack of coordination would be quite disastrous. The time is past when all the student needs is "training". Now he must have perspective as well. We may train technicians to take positions in laboratories, but we must educate scientists to take their proper place in society.

LIBRARY MISCELLANY

Margaret Broadhurst

New Books Section.

Favorable comments have led us to continue this special section. As new books come in to the library they are placed first in this section and removed at the end of the month to their logical place on the shelves.

Accessions List.

At the beginning of each month we mimeograph the previous month's accessions. A copy of the accessions list is sent to each faculty member, if you have not been receiving this please let us know.

Orders.

The cards to be used for recommended additions to the library may be obtained at the circulation desk. We suggest that faculty members having courses which begin in January order necessary references now to insure that they will be in place at the beginning of the courses.

Publishers' Catalogues.

Practically all the Canadian and American publishing houses are represented in our files. We would be pleased to have you inspect them and offer your professional discrimination in helping the library to keep your special field up to date.

Displays.

The exhibit case in the library addition is used to promote interest in specific subjects (e.g., law, astronomy, anthropology) and topics of general cultural value. We welcome the opportunity to utilize material of any faculty member's avocation.

Reference and Research Material.

Some periodical publications which you may not have investigated as yet are of special value for research. Short notes about these are included here for your information.

A Concept of Education

Henry F. Hall

The College announcement contains the oft-quoted statement that the purpose of education is "the development of persons". About this general concept there is not much argument as an increasing number of thoughtful people realize that the main business of the educational process has to do with people more than with materials. During the first half of the seventeenth century, the centre of the solar system was gradually recognized as the sun and not the earth. During the first half of the twentieth century the educational counterparts of Copernicus, Galileo and the others have gradually shifted the centre of the educational universe from the curriculum to the pupil. It is the student around whom the other elements of the educational process should revolve.

If this fundamental thesis is accepted, the main educational question becomes one of method rather than of purpose. If the development of persons is the aim then two simple questions immediately arise, viz, in what direction should the development take place and what means are best to promote such development.

The answer to the first question involves one's whole philosophy of life. It also involves a fundamental dichotomy between those who believe in indoctrination, or discipline in the narrow sense, in the principles which they believe are best and, on the other hand, the freer approach of those who would allow persons to choose their own aims and ends. As in nearly all fundamental divergences, the actual practice is generally a compromise. The extreme disciplinarian often drives his pupils away from the principle for which he stands and the extreme adherent to the free approach often influences more than he thinks he does by the very nature of his own personality. At any rate, the possession of any system of values whatever is bound to affect our wishes as to what sort of people our students become. I suggest that it is a good exercise for an educationalist to sit down and list the attributes of the sort of persons he would like to see his students becoming. Of one thing we may be sure, they will not become carbon copies of ourselves. The multitude of influences of modern life is too diverse for that to happen and we may be thankful for it !

The other question is the old one of method. Some systems of education have been built and perpetuated on the gospel of mental discipline — the theory that the exercise of mastering, or merely manipulating, certain forms of chosen subject matter produces mental development of the highest order and is therefore education of the best kind. This is a psychological question and I leave the psychologists to answer it. However, the answer of experimental research seems to be an overwhelming negative. Of course some people still believe in it, but then some still believe that the earth's surface is flat because it often appears to be !

Another popular theory of higher education and one that appears in many forms is the culture theory. The various classical curricula, the Thomists' theories in their several varieties (including President R. M. Hutchins' Great Books) and the various "survey" courses are attempts to transmit our cultural heritage to the oncoming generation.

We stand on the shoulders of the past and with the idea of the value of conserving and transmitting culture materials we can have little quarrel except in the extreme forms. When, however, it takes over the whole of the educational process it lays the dead hand of the past on what ought to be a living and forward-looking process. It is this that the author of "The Saber-Toothed Curriculum" so cleverly satirizes. The President of the Republic of Mexico recently said, " A university busy only in analyzing traditional systems ignores the present and abdicates the future, and in the end becomes nothing but a poorly equipped museum . . . an inventory of mummified ideas."

This then is my thesis. Good education, particularly at its higher levels, must preserve a balance between the transmission of our rich heritage of culture, on the one hand, and the development of abilities, skills, attitudes and habits on the other. This latter aim can only be accomplished by practice. That we learn to do by doing may be platitudinous but it is undoubtedly true. We often rate individuals as excellent students when they are really excellent listeners, excellent memorizers and excellent examination writers. They are not to be blamed because these are the things on which we place a premium rather than upon the development of real abilities useful in real life as a citizen, a worker and a member of a family.

My faith in people, particularly in young people, is such that I believe that most of them will do what they really believe is right. It seems to me particularly important that they realize that they are building their own abilities and habit systems by their day-by-day practice. When this pratice is devoted to the highest and most worthy ends, we have development, or education, at its best.

(*continued from inside front cover*)

Sociology 108	Mr. H. H. Potter
Commerce 108	Mr. R. R. Merifield
Commerce 111	Mr. M. S. Threlfall
Commerce 113	Mr. R. D. Linton
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